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ABSTRACT

This teaching guide for grades 2-3 focuses on the 1999-2000 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. The guide includes six lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts and information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2000 quarter board. (BT)

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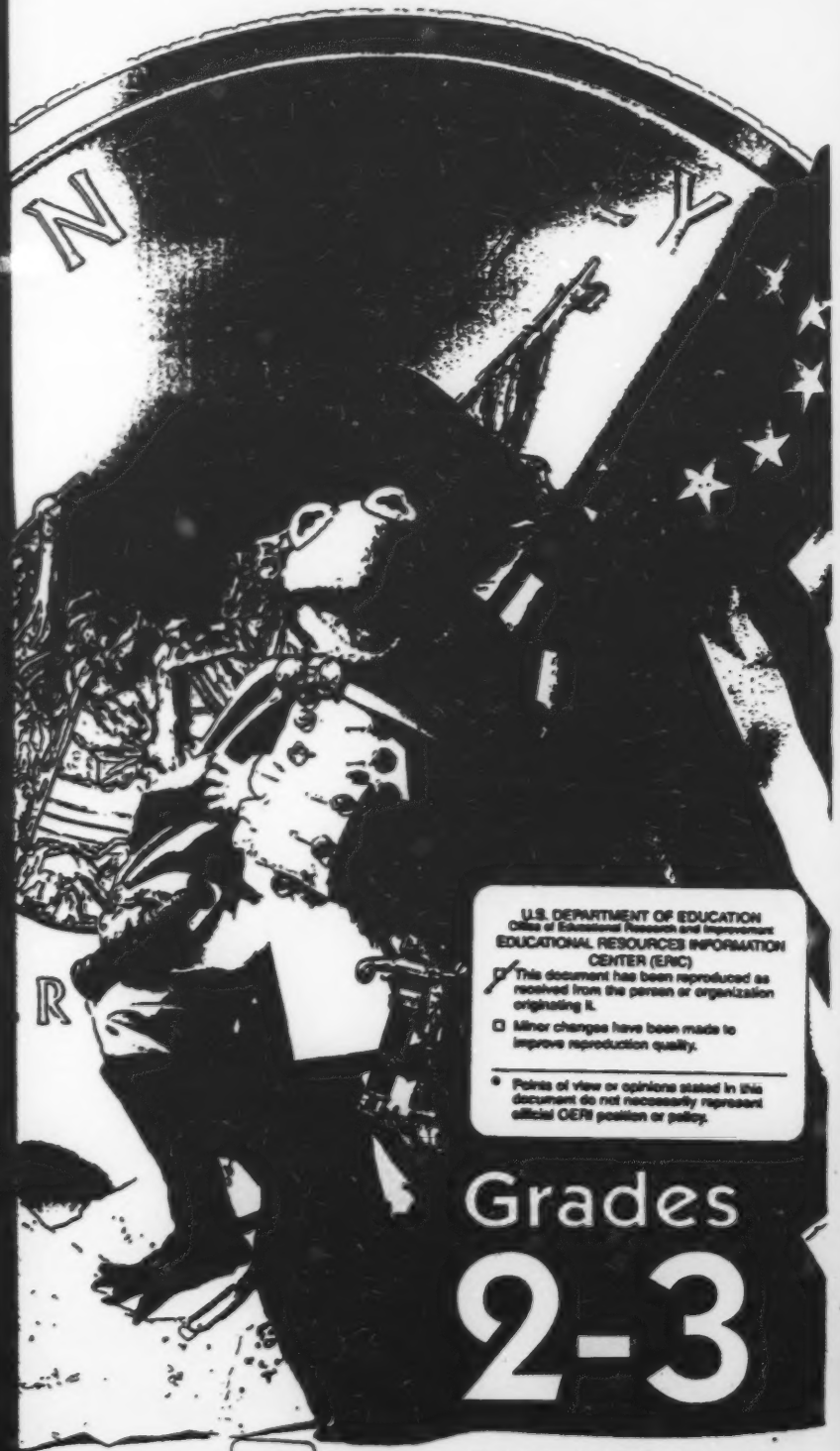
The Greatest Educational Change America Has Ever Seen



Grades 2-3

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines
- 50 State Quarters Program 1999-2008 quarter board

50 STATE QUARTERS
UNITED STATES MINT

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The Greatest Educational Change America Has Ever Seen

Lesson Plans for Grades 2-3

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Lesson plans and other related 50 State Quarters™ Program materials are provided solely for teaching purposes. They may not be commercially distributed or distributed as a premium.

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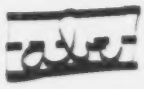
1: Great Graphs

OBJECTIVE:

Students will learn to create graphs by tabulating their preferences among the 10 state quarters.

MATERIALS:

- Copies of the "Favorite Quarters" sheet (page 4), one per student (or use overhead)
- Copies of the "Building a Graph" sheet (page 5), one per student
- Two lunch bags or other type of bag
- Crayons or markers
- Small slips of paper
- Overhead of 10 quarters from "Reproducible Coin Sheets" (pages 31 and 32), if needed



PREPARATIONS:

- Draw basic graph (x and y axis) on a large paper or on the board.
- Collect examples of bar and /or picture graphs, if desired.
- Review lesson.

GROUPING:

- Whole group

CLASS TIME:

- One class period

CONNECTIONS:

- Math
- Social Studies

TERMS and CONCEPTS:

- Bar graph
- Picture graph
- Survey

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Building a Graph

STEPS:

Part I: Class Example

1. Have students talk about what a graph is for and what can be shown in a graph. As a class, brainstorm different ideas (likes and dislikes, how many of something, etc.).
2. Hand out "Favorite Quarters" sheet (page 4), or use an overhead. Explain that there used to be only one type of quarter—the one with an eagle on it. Now, there will be new quarters for each state. Briefly explain the historical background of the 10 new quarters released to date (see "State Information Pages," 26-29). Ask if any students have seen or used these coins.
3. Have students share different comments and opinions about the new quarters and their symbols. Have students share likes/dislikes about the quarters.
4. Ask students to decide which quarters they like best, the eagle quarter or the new quarters.
5. Have students who prefer the eagle quarter raise their hands, and count the number of votes from the class. Then have the students who prefer the new quarters to raise their hands, and count the number of votes from the class.
6. Using the pre-made graph (x and y axis), demonstrate how to show the data in a graph, either pictorially or in a bar graph.

Part II: Student Activity

1. Ask students to look at the "Favorite Quarters" sheet (page 4) and follow the instructions, circling their favorite quarter. (Unlike the class activity, the student can select any one of the 11 quarters). Collect the sheets, and as a class, tally the votes.
2. Hand out the "Building a Graph" worksheet (page 5). Ask students to graph the results of the class votes.
3. Students will be assessed based on their ability to complete the graph accurately and answer the two questions at the bottom of the worksheet.

ENRICHMENT/EXTENSIONS:

Students can create their own survey, having students or family members choose between two different quarters, collecting the data, and displaying it in graph form.

Students can answer or create questions about the graph.

Students can trace their favorite quarter onto a piece of paper and write a paragraph about why they like the design on the quarter the best.

Students can create their own quarter designs; they can display their designs to the class and tell why they included what they did.

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Favorite Quarters

DIRECTIONS:

Circle your favorite coin. Choose only one. After your class votes on its favorite quarters, record the results on a graph.

Vote! Which quarter do you like best?

Eagle Quarter

Delaware

Pennsylvania

New Jersey

Georgia

Connecticut

Massachusetts

Maryland

South Carolina

New Hampshire

Virginia

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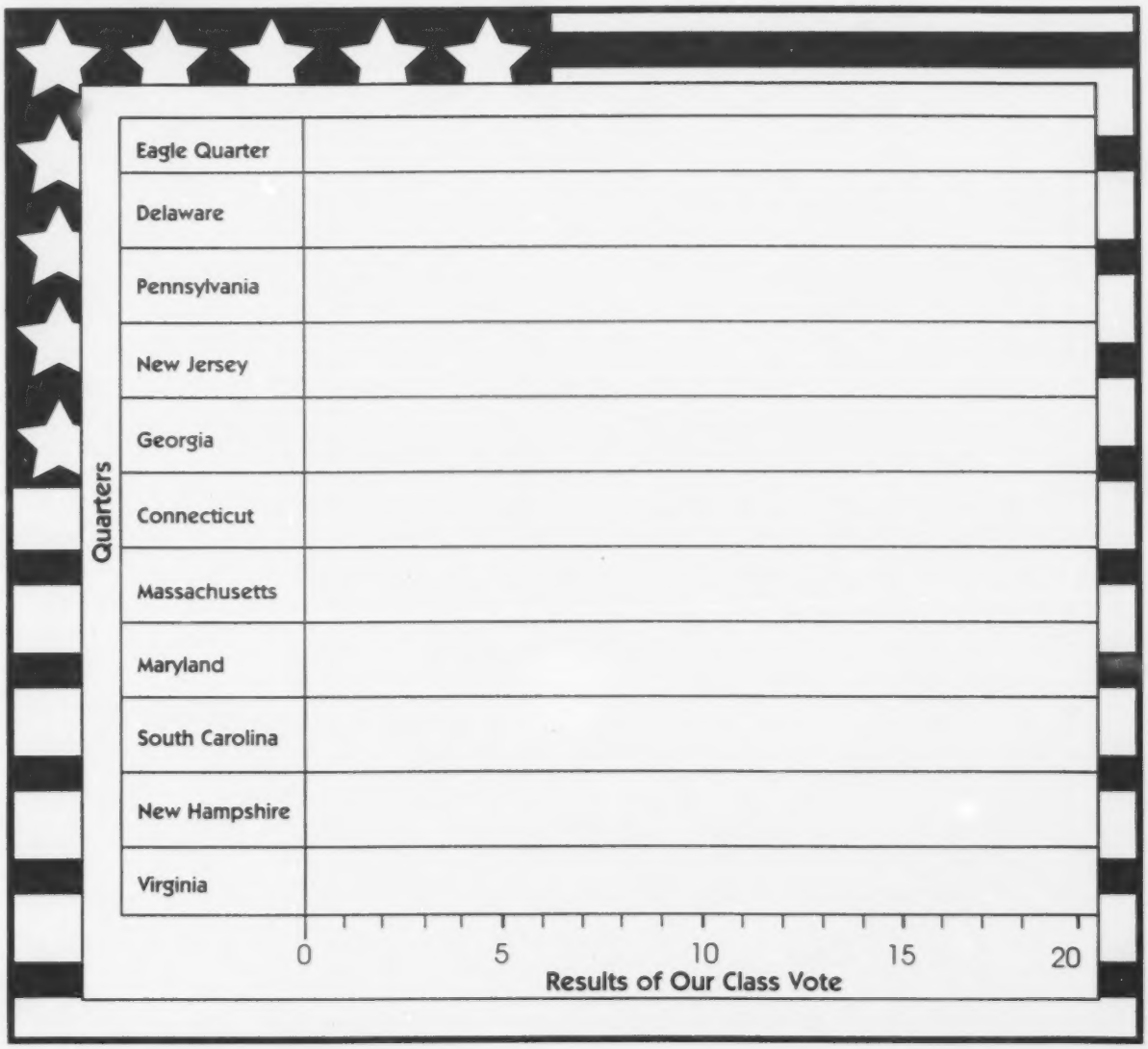
Name _____ Date _____

Building a Graph

DIRECTIONS:

After your class votes on its favorite quarters, record the results on this graph.



Based on the graph above:

Our class likes the _____ quarter the **best**.

Our class likes the _____ quarter the **least**.

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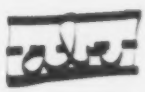
2: Super Symbols

OBJECTIVE:

Students will understand and apply the concept of a symbol.

MATERIALS:

- Copies of "Super Symbols" worksheet (page 9)
- Copies of an outline of a map of the United States of America can be traced from page 30
- Each quarter, enlarged to 8½" x 11" and displayed (use "Reproducible Coin Sheets," pages 31 and 32)
- Crayons
- Examples of symbols (page 8 can be copied or used as an overhead)



PREPARATIONS:

- Prepare various examples of symbols (Handicapped, No Smoking, and Stop signs, addition and subtraction signs, etc.). Page 8 can be used as a handout or overhead, or symbols can be drawn on a board.
- Review lesson.
- Set up 10 stations, each with one large picture of a quarter (each of the 1999 and 2000 quarters should be represented).

GROUPING:

- 10 small groups, then come together as a class

CLASS TIME:

- One class period

CONNECTIONS:

- Social Studies
- Language Arts
- Art
- Math (See Enrichment/Extensions)

TERMS and CONCEPTS:

- The United States of America
- Symbol
- State

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Understanding the Concept of a Symbol

STEPS:

1. Show samples of common symbols or logos found in the community, and have students discuss what each symbol means.
2. Have students share examples of other symbols they have seen and what they mean.
3. Introduce the concept of a symbol, or remind students that a symbol is a picture that represents a larger idea.
4. Divide the students into 10 groups. Assign each group to a station. Give each group one copy of the "Super Symbols" worksheet (page 8), and ask the group to select one student to serve as the recorder.
5. Explain that the students are on a scavenger hunt to find as many symbols as they can. They will have one minute at each station to identify and write down as many symbols as they see on the quarter. Then, they will move to the next station and begin again.
6. Once students understand the directions, tell them to begin. After one minute, have groups move to the next station. This process will continue until all the groups have seen the pictures for all 10 quarters.
7. As a class, discuss the symbols that students found, and come up with an explanation of each symbol and why it might be important to that state.
8. For any symbol the students were not able to correctly explain, give a brief explanation of its meaning (e.g., the horseman on the Delaware quarter is an important historical person from the state).
9. Hand out the outline of the United States and have students trace it.
10. Explain that there are many different symbols that can represent one larger idea. The symbols on each coin represent a part of the history or values of the United States of America. Ask students to draw some symbols for the United States of America on their map outline.
11. Students are assessed based on their ability to draw at least four symbols on the map. On the back of their sheet, they may give a brief description of each symbol.

ENRICHMENT/EXTENSIONS:

As a group, have students brainstorm symbols they see in math. On a large piece of chart paper, have them choose a math symbol, draw it in bubble form, and decorate.

Using clay, students can make a symbol that represents them or their class.

Have students write a short story using symbols as much as possible instead of words to tell the story (e.g., each child picked up a ✎ [pencil] to write a story).

On a teacher-led walk around the school or school grounds, students can look for symbols and discuss their meaning.

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Super Symbols

Have you seen these symbols? What do they mean?

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Recorder's Name _____ Date _____

Name _____ Name _____

Super Symbols

DIRECTIONS:

Write down symbols you see on the new quarters. Can you guess what they mean?

Delaware	Pennsylvania	New Jersey	Georgia	Connecticut
Massachusetts	**Maryland**	**South Carolina**	**New Hampshire**	**Virginia**

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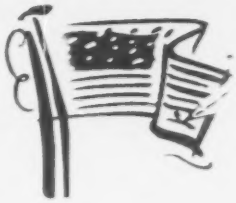


"Our Great States" Booklet

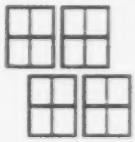
This booklet will include a brief description of the 10 states featured in the 1999-2000 quarters, as well as a list of each state's capital and motto.

This booklet will be used for both the "Physical Features"(pages 15 and 16) and the "Magnificent Math!" (pages 17-19) lessons. The following describes how to assemble the booklet.

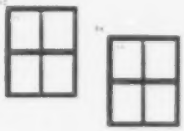
MATERIALS:

- Copies of "Our Great States" worksheets (pages 11-14)
- Scissors
- Stapler

ASSEMBLY INSTRUCTIONS:



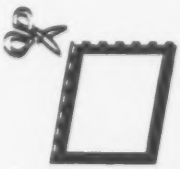
1. a. Copy pages 11 and 12 front to back (two-sided copy).
b. Copy pages 13 and 14 front to back (two-sided copy).



2. Place two sheets together (11/12 on top of 13/14).

a. b.

3. a. Fold in half horizontally along the dotted line.
b. Fold in half vertically along the dotted line (this will create the spine of the book).



4. a. Cut off the folded portion along the top of the book.
b. Cut off the folded portion along the left side of the book.

5. Staple along the left edge to create a booklet.

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Our Great States

Massachusetts

6th to enter the Union on February 6, 1788

The Massachusetts quarter, the first quarter for 2000, has a picture of "The Minuteman." This famous statue guards The Minuteman National Historical Park in Concord, Massachusetts. The Minutemen played a big role in protecting our nation during the Revolutionary War. The Minutemen were farmers and regular people, but they were always ready to fight on just a minute's notice. That's how they got the name "Minutemen."

Did You Know? State Fun Facts

State Capital: Boston
State Motto: By the sword we seek peace, but peace only under liberty.

Our Great States

Connecticut

5th to enter the Union on January 9, 1788

The "Charter Oak" on the Connecticut quarter has an exciting story. On the night of October 31, 1687, the British challenged Connecticut's colonial government. While the British and Connecticut representatives argued, Connecticut's Charter, the document that set up its government, was on the table between them. Then, someone put out the candles. When the candles were lit again, the Connecticut Charter had disappeared. Captain Joseph Wadsworth saved the Charter from the British and hid it in the safest place he could find—in an oak tree. That's how the "Charter Oak" got its name. This famous tree fell down during a big storm on August 21, 1856.

Did You Know? State Fun Facts

State Capital: Hartford
State Motto: He who transplanted still sustains

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Our Great States

Georgia

4th to enter the Union on January 2, 1788

You can learn a lot about Georgia from the symbols on its quarter. There is a peach, a symbol for the state. There is also an outline of the state, and tree branches from the state tree, the Live Oak. The Georgia state motto, "Wisdom, Justice, and Moderation," is written across the top.

Did You Know?

State Capital: Atlanta

State Motto:
Wisdom, justice, and moderation

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Our Great States

Maryland

7th to enter the Union on April 28, 1788

This state quarter shows the Maryland Statehouse, which was built in 1772. The dome roof was built without nails! Maryland's colonial legislature used to meet in the Maryland Statehouse. From 1783 to 1784, the Maryland Statehouse was also the nation's capital, and the Treaty of Paris, which ended the Revolutionary War, was ratified there. The Statehouse is still Maryland's capital building, making it the country's oldest state capital building still in use.

Did You Know?

State Capital: Annapolis

State Motto:
Manly deeds, womanly words

Our Great States

Virginia

10th to enter the Union on June 25, 1788

On the Virginia quarter, there are three ships. The ships' names are Susan Constant, Godspeed, and Discovery. These ships brought the first English settlers to the New World. The English settlers left London on December 20, 1606. On May 12, 1607, they landed on a small island on the James River. These people built Jamestown, the first permanent settlement in America.

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Did You Know?

State Capital: Richmond

State Motto:
Thus always to tyrants

Our Great States

Delaware

1st to enter the Union on December 7, 1787

The Delaware quarter depicts the historic horseback ride of Caesar Rodney. Caesar Rodney was a delegate to the Continental Congress. On July 1, 1776, Caesar Rodney rode 80 miles to Philadelphia, even though he was very sick. It was hot and there were lots of thunderstorms. The next day, he made it to Independence Hall just in time to cast the deciding vote in favor of independence.

Did You Know?

State Capital: Dover

State Motto:
Liberty and independence

Our Great States

Pennsylvania

2nd to enter the Union on December 12, 1787

The Pennsylvania quarter shows a statue called the "Commonwealth," an outline of the state, the state motto, and a keystone. The statue "Commonwealth," is bronze and is 14 feet, 6 inches high. It has stood on top of Pennsylvania's state capitol dome in Harrisburg, Pennsylvania, since May 25, 1905.

Did You Know?

State Capital: Harrisburg

State Motto:
Virtue, liberty, and independence

Our Great States

New Hampshire

9th to enter the Union on June 21, 1788

On the New Hampshire quarter is "The Old Man of the Mountain," a rock formation that can be found on Mt. Cannon in Northern New Hampshire. "The Old Man of the Mountain" is 40 feet high and 25 feet wide. It is made up of five layers of red granite. Scientists believe that this formation was created 2,000 to 10,000 years ago. Today, the formation is held in place by cables to prevent further slipping that would ruin it.

Did You Know?

State Capital: Concord

State Motto:
Live free or die

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Our Great States

South Carolina

8th to enter the Union on May 23, 1788

The South Carolina quarter has pictures of many state symbols. There is a Carolina Wren, the state bird, as well as a Yellow Jessamine, the state flower. There is also an outline of South Carolina, with a star indicating the state capital, Columbia. The Palmetto Tree on the quarter is the state tree. It has an interesting story from the Revolutionary War. In 1776, colonists in a small fort made out of Palmetto logs, defeated British ships trying to capture Charleston Harbor in South Carolina. Since then, South Carolina has been called, "The Palmetto State."

Did You Know?

State Capital: Columbia

State Motto: Ready in soul and resource. While I breathe, I hope.

Our Great States

New Jersey

3rd to enter the Union on December 18, 1787

It was a cold Christmas night in 1776, during the Revolutionary War. The Delaware River was frozen in many places. General George Washington thought that the British would not expect an assault in such bad weather. He and his soldiers crossed the Delaware River into Trenton, New Jersey. They surprised the British and captured the town. Later that night, his army continued towards Princeton, New Jersey, again taking the enemy by surprise. These two victories gave the soldiers courage and hope. The supplies they took helped them survive the winter of 1777.

In 1851, Emmanuel Leutze created a famous painting based on this story. This painting was used to help design the New Jersey quarter.

Did You Know?

State Capital: Trenton

State Motto:
Liberty and prosperity

3: Physical Features

Identifying an Area's Physical Features

OBJECTIVE:

Students will identify the physical features that define where people live.

MATERIALS:

- Large paper for chart
- Copies of "Our Great States" booklet (pages 10-14)
- Copies of the "Physical Features" worksheet (page 16)
- Crayons (optional)
- If possible, pictures of different regions in the United States where people live (plains, cities, communities by water, mountain communities, etc.)

PREPARATIONS:

- Read over lesson.
- Make "Our Great States" booklets (pages 10-14).
- Label chart with three columns: Our State; The Same Physical Features; and Other States.
- Draw large outline of home state.

GROUPING:

- Whole group

CLASS TIME:

- One class period

CONNECTIONS:

- Math
- Social Studies
- Language Arts

TERMS and CONCEPTS:

- Rural
- Urban
- Physical features (lakes, rivers, etc.)
- Landmark

STEPS:

1. Hand out copies of the "Our Great States" booklet (pages 10-14).
2. Read through the booklet as a class. Have a class discussion in which students list the physical features they see on the coin representations (water, trees, buildings, mountains, birds, leaves, etc.). Explain what a landmark is and have students attempt to identify landmarks on the quarters.
3. The teacher should list these features on the chart in the section labeled "Other States."
4. Following are some sample questions that may be useful for discussion:
   a. Why did Virginia and New Jersey show bodies of water on their coins?
   b. Why did South Carolina, Connecticut, and Maryland include trees and leaves?
   c. Why would they be an important feature?
5. Have the class talk about the physical features and landmarks of their surrounding areas (these need not be natural objects). List these features on the chart in the section labeled "Our State."
6. If there are similarities between the physical features displayed on the coins and those in the students' surroundings, list them in the middle section of the chart labeled "The Same Physical Features." Have the students attempt to explain why the physical features are similar.
7. Distribute the "Physical Features" worksheet (page 16). Have students look at the pictures of rural and urban areas and communities on the page and have them list the physical features of each one.
8. Students will be assessed by listing at least two physical features for each picture.

ENRICHMENT/EXTENSIONS:

Have students write an essay about where they would like to live and why.

Students can research more information about a state and compare and contrast it with their own state.

Students can ask their families about what they like best about their region and share it with the class.

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Name _____ Date _____

Physical Features

DIRECTIONS:

Write two physical features that are in each picture.

WORD BANK

- Forest
- Grass
- Flowers
- Hills
- Mountains
- Lakes
- Rivers
- Fields
- Buildings

1

_____

_____

2

_____

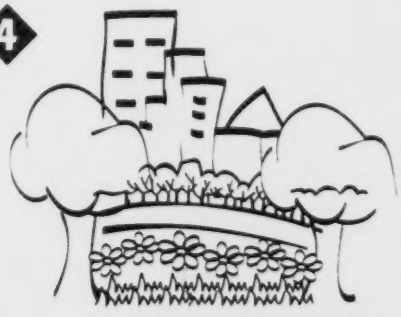
_____

3

_____

_____

4



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4: Magnificent Math!

Problem Solving

OBJECTIVE:

Students will solve problems taken from the "Our Great States" booklets using addition and subtraction strategies.

MATERIALS:

- Copies of "Our Great States" booklet (pages 10-14)
- Copies of "Great State Word Problems" worksheet (page 19), or use overhead
- Scissors
- Stapler
- Yellow crayon for each child
- Crayons (optional)
- Slates or individual boards for each child (or several sheets of paper)
- Overhead projector (if needed)

PREPARATIONS:

- Read over the lesson.
- Make "Our Great States" booklets (pages 10-14).
- Make overhead of "Great State Word Problems" worksheet (page 19), if needed.

GROUPING:

- Whole group

CLASS TIME:

- One class period

CONNECTIONS:

- Math
- Social Studies
- Language Arts

TERMS and CONCEPTS:

- Altogether
- More than
- Total

STEPS:

1. Hand out copies of the "Our Great States" booklet (page 10-14).
2. Read through the booklet as a class and have students highlight with a yellow crayon significant dates and numbers.
3. Hand out slates or individual boards (or use paper) for each child to work on. (If you wish, you can pair students up for these activities).
4. Read "Magnificent Math!" (page 18) aloud.
5. Make sure students understand how to extract the missing information from the problem.
6. Ask students to solve each problem on their slate or paper. Check for accuracy.
7. Pass out the "Magnificent Math!" worksheet (page 19). The students will be assessed based on their ability to correctly solve four word problems using information from their "Our Great States" booklet. Students will also create their own word problem using data from their own lives.

ENRICHMENT/EXTENSIONS:

Have students write word problems about their own lives, creating addition and subtraction problems to go with them. These word problems can be compiled into a class book.

Students can search for significant dates and numbers in their own state's history. Using this information, they can write a collection of word problems for another class to complete.

Using family information (birthdays, ages, addresses, telephone numbers, etc.) students can create word problems to share with the class.

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Magnificent Math!

The following problems should be read aloud.
Students should have their "Our Great States" booklets available.

1. Connecticut

1a. Have students turn to Connecticut's state page and listen as the following math problem is read:

Connecticut's "Charter Oak" is famous because an important piece of paper was hidden there in 1687. In 1856 the tree fell during a great storm. How many years did this tree stand after being used as a hiding place?

1b. Ask if this problem should be solved by addition or subtraction (subtraction).

- What are the numbers that we need to subtract? (1856 – 1687).
- Write the problem on the chalkboard.
- Students will write the same problem on their board/paper and complete the problem.

A: 1856 – 1687 = 169 years

2. New Jersey

2. The next problem can be found on the New Jersey state page:

In 1776, General George Washington crossed the Delaware River to surprise the British army at Trenton. This battle was a crucial victory for the United States and helped us gain our independence. How long ago did Washington cross the Delaware?

A: 2000 – 1776 = 224 years ago

(Students may need to be reminded that the other date would be this year.) Have students write the numbers for the story problem on their boards/papers. Check for accuracy (2000–1776). Individually, or with the teacher's help, the students will attempt to solve the problem.

3. Delaware

3. Students should turn to the Delaware state page. After reading the page, students should share possible word problems using the information from that summary, or the teacher may display the following question:

On July 1, 1776, Caesar Rodney set off from his home in Delaware to attend the Continental Congress in Philadelphia. Withstanding thunderstorms and a severe heat wave, he made the 80-mile journey in record time and cast the deciding vote in favor of our country's independence. After he returned home, how many miles had he gone round-trip?

A: 80 + 80 = 160 miles

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Name _____ Date _____

Great State Word Problems

DIRECTIONS:

Read each problem carefully. Circle the correct sign (- or +). Solve.

1. Write a word problem using the dates or numbers from YOUR life.

Here is an example:

I was born in 1991. How old am I?

(circle) + *or* −

2000

1991

9 years old

_____

_____

(circle) + *or* −

_____

2. If Georgia gave away 543 peaches to Virginia, and then gave 328 away to Pennsylvania, how many total peaches did they give away?

(circle) + *or* −

_____

3. In 1851 Emmanuel Leutze painted a picture called "Washington Crossing the Delaware." How many years has it been since Leutze finished the painting?

(circle) + *or* −

_____

4. Pennsylvania had more than 5,300 ideas for their quarter design. Delaware had over 300. How many ideas did Pennsylvania and Delaware have in all?

(circle) + *or* −

_____

5. New Hampshire's landmark, "The Old Man of the Mountain," is about 40 feet high. Pennsylvania's statue, "Commonwealth," on the top of the State Capital, is about 15 feet tall. How much taller is New Hampshire's landmark than Pennsylvania's landmark?

(circle) + *or* −

_____

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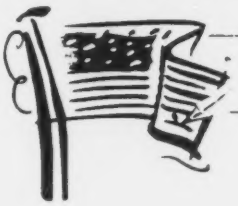

5: What is in My State?

Comparing Environments

OBJECTIVE:

Students will describe and compare the environments, different places, and understand how an environment affects human communities.

MATERIALS:

- Copies of "What is in My State" worksheet (page 21), one per student
- Large-lined paper for each student
- Crayons or markers

PREPARATIONS:

- Review lesson.
- Review your state's development process since its first settlement.

GROUPING:

- Whole class or groups of two

CLASS TIME:

- One class period

CONNECTIONS:

- Social Studies
- Language Arts
- Art

TERMS and CONCEPTS:

- Development
- Physical features
- Basic knowledge of their state's history
- Settlement

STEPS:

1. Have students list on the lined paper the physical features of the area in which they live (trees, sand, buildings, water, etc.).
2. Ask the students to figure out why people would move to areas with these physical features (water for fishing, trees for wood to make houses, etc.).
3. Through teacher-directed questions, students determine with a partner how an area's development is affected by its environment.
   a. If an area is cold and snowy, what will people do to live there?
   b. If an area is very wet, what will people do?
   c. If an area has many trees, what will people do?
   d. If an area is covered by sand and is very hot, what will people do?
   e. If an area is near a river or a large body of water, what will people do?
4. Give each student the "What is in My State" worksheet (page 21). They will draw what their state was like both before and after settlement. (If time permits, students may write about what caused the change and why they think people settled in their area.)
5. Students will be assessed by drawing and explaining what their area was like before it was settled by people, and then after. They need to include at least three physical features in the pictures.

ENRICHMENT/EXTENSIONS:

Students may cut out pictures from magazines that show different regions and then compare their features.

Students can explore outside with a teacher, collecting items that are appropriate to remove (leaves, seeds, rocks, bits of grass), and discuss as a group if it could have been there before or after they began attending school.

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Name _____ Date _____

What is in My State?

DIRECTIONS:

Draw a picture of your state before people settled there. Then draw a picture of your state after settlement. Explain why you drew each picture in the lines below.

Before

After

23

24

6: Fantastic Fractions

Understanding Fractions

OBJECTIVE:

Students will develop an understanding of fractions as parts of a whole.

MATERIALS:

- Coins: assortment of cent, nickel, dime, eagle quarter, and ten new quarters (paper coins, copied from the "Reproducible Coin Sheets," on pages 31 and 32)
- Copies of the "Fantastic Fractions" worksheet (page 23), one per student
- Scissors
- Bag

PREPARATIONS:

- Prepare one bag of coins.
- Write four categories on the board, labeled: Cents; Nickels; Dimes; and Quarters.
- Read over lesson.

GROUPING:

- Whole group

CLASS TIME:

- One class period

CONNECTIONS:

- Math
- Language Arts

TERMS and CONCEPTS:

- Fraction
- Whole
- Denominator
- Numerator

STEPS:

1. Taking turns, have 10 students choose a coin out of the bag and place a tally mark on the chart under the coin they chose.
2. Under each category, write as a fraction the number of coins students select out of 10 (example: 5/10 cents, 2/10 nickels, 1/10 dimes, 2/10 quarters).
3. Draw attention to each of the fractions written. Note that each denominator is the same. Explain that the denominator is the total number of objects that belong to a group. The top number is the numerator, and it stands for only part of the whole.
4. Hand out copies of the 10 new quarters and have students cut them out.
5. Collect all the quarter cutouts in a bag and mix them up. Each child should choose 10 quarters from the bag. Each child will have a different collection of quarters.
6. Pass out the "Fantastic Fractions" worksheet (page 23). Review directions and have students write as fractions the number of each quarter they have out of the total number of quarters they have chosen (10).
7. Students will be assessed based on their ability to correctly answer the questions about the characteristics of the 10 quarters on the "Fantastic Fractions" worksheet (page 23).

ENRICHMENT/EXTENSIONS:

Students can create their own fraction questions using the quarters.

Students can use fractions to create an information poster about their class, displaying information, such as how many students like certain foods, how many are wearing a certain color of shoes, etc.

Have students create their own quarter design using a fraction.

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Name _____ Date _____

Fantastic Fractions

DIRECTIONS:

Fill in the numerator with the numbers of quarters you have with that design.

$\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$

$\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$ $\frac{\square}{10}$

Looking at the 10 quarters above, read the question and write as a fraction:

1. The number of quarters out of 10 that have people represented on them. $\frac{\quad}{10}$
2. The number of quarters that have water on them. $\frac{\quad}{10}$
3. The number of quarters that have living things on them. $\frac{\quad}{10}$
4. The number of quarters that have their state motto written on them. $\frac{\quad}{10}$
5. The number of quarters that have animals on them. $\frac{\quad}{10}$

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Notes Page

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Notes Page

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State Information 1999 Quarters

Delaware

The Delaware quarter, depicting the historic horseback ride of Caesar Rodney, galloped onto the scene as it kicked off the much anticipated U.S. Mint's 50 State Quarters™ Program.

Caesar Rodney was a delegate to the Continental Congress. On July 1, 1776, despite extreme illness, Rodney set off on the 80-mile journey to Philadelphia withstanding thundershowers and a severe summer heat wave. The next day, he arrived at Independence Hall just in time to cast the deciding vote in favor of our nation's independence. This native of Dover has also held more public offices than any other Delaware citizen. In addition to being an extremely dedicated delegate, Rodney was also a soldier, judge, and speaker of Delaware's Assembly.

State Capital: . . . . . Dover
State Bird: . . . . . Blue Hen Chicken
State Tree: . . . . . American Holly
State Flower: . . . . . Peach Blossom
State Motto: . . . . . Liberty and indepedence
Entered Union (rank): . . . . . December 7, 1787 (1)
Nickname: . . . . . First State
Origin of Name: . . . . . Named for Lord De La Warr
State Song: . . . . . "Our Delaware"

Pennsylvania

The Pennsylvania quarter, the second coin in the 50 State Quarters™ Program, depicts the statue "Commonwealth," an outline of the state, the state motto, and a keystone. This design was chosen to further help educate people about the origins of our second state, founded on December 12, 1787.

The statue "Commonwealth," designed by New York sculptor Roland Hinton Perry, is a bronze-gilded 14' 6" high female form that has topped Pennsylvania's state capital dome in Harrisburg, Pennsylvania, since May 25, 1905. Her right arm extends in kindness and her left arm grasps a ribbon mace to symbolize justice. The image of the keystone honors the state's nickname, "The Keystone State." At a Jefferson Republican victory rally in October 1802, Pennsylvania was toasted as "the keystone in the federal union." The modern persistence of this designation is justified in view of the key position of Pennsylvania in the economic, social, and political development of the United States.

State Capital: . . . . . Harrisburg
State Bird: . . . . . Ruffed Grouse
State Tree: . . . . . Eastern Hemlock
State Flower: . . . . . Mountain Laurel
State Motto: . . . . . Virtue, liberty, and independence
Entered Union (rank): . . . . . December 12, 1787 (2)
Nickname: . . . . . Keystone State
Origin of Name: . . . . . In honor of Admiral Sir William Penn, father of William Penn
State Song: . . . . . "Pennsylvania"

New Jersey

The New Jersey quarter, the third coin in the 50 State Quarters™ Program, depicts General George Washington and members of the Continental Army crossing the Delaware River en route to very important victories during the Revolutionary War. The design is based on the 1851 painting by Emmanuel Leutze, "Washington Crossing the Delaware."

It was a cold Christmas night in 1776 and the Delaware River was frozen in many places. General George Washington calculated the enemy would not be expecting an assault in this kind of weather. He and his soldiers courageously crossed the Delaware River into Trenton, New Jersey. Using surprise as their greatest weapon, Washington's army captured over 900 prisoners and secured the town. Later that night, his army continued towards Princeton, New Jersey, again taking the enemy by

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State Information 1999 Quarters

surprise. These two victories proved very important to his army as they gave the soldiers courage, hope, and newfound confidence. The supplies confiscated from their captives helped them survive the brutal winter of 1777.

State Capital: . . . . . Trenton
State Bird: . . . . . Eastern Goldfinch
State Tree: . . . . . Red Oak
State Flower: . . . . . Purple Violet
State Motto: . . . . Liberty and prosperity
Entered Union (rank): . . . . . December 18, 1787 (3)
Nickname: . . . . . Garden State
Origin of Name: . . . . . From the Isle of Jersey in the English Channel

Georgia

The Georgia quarter, the fourth quarter released under the 50 State Quarters™ Program, is a real peach. The selected design incorporates several symbols associated with this traditional, yet very diverse southern state.

Just from studying the Georgia quarter design, one can learn a lot about the fourth state of the Union. The selected design prominently features the peach—a symbol long associated with the state—within the confines of a silhouetted outline of the state. Live Oak sprigs border the central design paying homage to the official state tree, the Live Oak. And if you ever need to know the Georgia state motto, simply look across the top of the design, where the words "Wisdom, Justice, and Moderation," grace a hanging banner.

State Capital: . . . . . Atlanta
State Bird: . . . . . Brown Thrasher
State Tree: . . . . . Live Oak
State Flower: . . . . . Cherokee Rose
State Motto: . . . . . Wisdom, justice, and moderation
Entered Union (rank): . . . . . January 2, 1788 (4)
Nickname: . . . . . Empire State of the South
Origin of Name: . . . . . In honor of King George II of England
State Song: . . . . . "Georgia on My Mind"

Connecticut

The Connecticut quarter, the last 50 State Quarters™ Program coin issued in 1999, features "The Charter Oak," an important part of Connecticut's heritage and existence. On the night of October 31, 1687, Connecticut's Charter was put to a test. A British representative for King James II challenged Connecticut's government structure and demanded its surrender. In the middle of the heated discussion, with the Charter on the table between the opposing parties, the candles were mysteriously snuffed out, darkening the room. When visibility was reestablished, the Connecticut Charter had vanished. Heroic Captain Joseph Wadsworth saved the Charter from the hands of the British and concealed it in the safest place he could find—in a majestic white oak. This famous tree, "The Charter Oak," finally fell during a great storm on August 21, 1856.

State Capital: . . . . . Hartford
State Bird: . . . . . American Robin
State Tree: . . . . . White Oak
State Flower: . . . . . Mountain Laurel
State Motto: . . . . . Qui transtulit sustinet (He who transplanted still sustains)
Entered Union (rank): . . . . . January 9, 1788 (5)
Nickname: . . . . . Constitution State
Origin of Name: . . . . . From an Indian word, "Quinnehtukqut," meaning "beside the long tidal river" or "long river place"
State Song: . . . . . "Yankee Doodle"

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State Information 2000 Quarters

Massachusetts

Did you know that the design for the Massachusetts quarter was submitted by two fifth-grade students?

The Massachusetts quarter, the first quarter of the new millennium, features a design of "The Minuteman," a famous statue that stands guard at The Minuteman National Historical Park in Concord, Massachusetts.

The selected design captures a piece of the Bay State's exceptional history. The Minutemen played a big role in protecting our nation, as they rallied together to help defeat the British during the Revolutionary War. These small, influential forces consisting of farmers and colonists, were always at-the-ready and were trained to assemble and fight on just a minute's notice—hence the term "minutemen."

State Capital: . . . . . Boston
State Bird: . . . . . Chickadee
State Tree: . . . . . American Elm
State Flower: . . . . . Mayflower
State Motto: . . . . . Ense petit placidam sub libertate quietem (By the sword we seek peace, but peace only under liberty)
Entered Union (rank): . . . . . February 6, 1788 (6)
Nickname: . . . . . Bay State
Origin of Name: . . . . . From Massachusetts tribe of Native Americans, meaning "at or about the great hill"
State Song: . . . . . "All Hail to Massachusetts"

Maryland

The Maryland quarter, the second in the Year 2000 series, highlights the striking dome of the Maryland Statehouse.

Through its new quarter, our seventh state shares its pride for the honored Maryland Statehouse. A distinctive building dating back to 1772, it features the country's largest wooden dome built without nails. Besides housing Maryland's colonial legislature, it was also crucial to our national history. From 1783-1784, the Maryland Statehouse served as the nation's first peacetime capital. The Treaty of Paris was ratified here, officially ending the Revolutionary War. A treasure preserved, the Statehouse continues as the country's oldest state capital building still in legislative use.

Leaf clusters from the official state tree, the White Oak, and the nickname the Old Line State complete the selected design. Maryland is nicknamed the Old Line State in honor of its "troops of the line." These troops won praise from George Washington, who was Commander-in-Chief of the Continental Army during the Revolutionary War.

State Capital: . . . . . Annapolis
State Bird: . . . . . Baltimore Oriole
State Tree: . . . . . White Oak
State Flower: . . . . . Black-Eyed Susan
State Motto: . . . . . Fatti maschii, parole femine (Manly deeds, womanly words)
Entered Union (rank): . . . . . April 28, 1788 (7)
Nickname: . . . . . Old Line State
Origin of Name: . . . . . In Honor of Queen Henrietta Maria (wife of King Charles I of England)
State Song: . . . . . "Maryland! My Maryland!"

South Carolina

The South Carolina quarter, the eighth coin released under the 50 State Quarters™ Program, shows key state symbols—a Palmetto Tree, the Carolina Wren, and the Yellow Jessamine. The Palmetto Tree represents South Carolina's strength. The Carolina Wren's song symbolizes the hospitality of the state's people. The Yellow Jessamine, a delicate golden bloom—a sign of coming spring—is part of South Carolina's vast natural beauty. An outline of South Carolina, and a star indicating the capital, Columbia, form the quarter's background.

The Carolina Wren, the state bird, and the Yellow Jessamine, the state flower, are native throughout South Carolina. The importance of the Palmetto Tree, the state tree, dates back to the Revolutionary

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State Information 2000 Quarters

War. In 1776, colonists in a small fort built of Palmetto logs successfully defeated a British fleet trying to capture Charleston Harbor. Since then, South Carolina has been called "The Palmetto State."

State Capital: . . . . . Columbia
State Bird: . . . . . Carolina Wren
State Tree: . . . . . Palmetto
State Flower: . . . . . Yellow Jessamine
State Mottoes: . . . Animis opibusque parati (Ready in soul and resource) and Dum spiro spero (While I breathe, I hope)
Entered Union (rank): . . . . . May 23, 1788 (8)
Nickname: . . . . . Palmetto State
Origin of Name: . . . . . In honor of King Charles I of England
State Songs: . . . . . "Carolina" and "South Carolina on My Mind"

New Hampshire

The New Hampshire quarter, the ninth coin released under the 50 State Quarters™ Program, honors one of the state's most unique natural attractions, "The Old Man of the Mountain." The state's motto, "Live free or die," and nine stars, representing New Hampshire being the ninth state to ratify the Constitution, complete the design.

"The Old Man of the Mountain" is a rock formation that can be found on Mt. Cannon in the Franconia Notch gateway to Northern New Hampshire. From the right view, this unique rock formation, comprised of five layers of Conway red granite, depicts the distinct profile of an elderly man gazing eastward. Geographers believe that the layers of granite were positioned by the melting and slipping away action of an ice sheet that covered the Franconia Mountains at the end of the glacial period—some 2,000 to 10,000 years ago. Today, the formation, measuring over 40 feet high with a lateral distance of 25 feet, is held in place by cables and turnbuckles to prevent further slipping and possible destruction.

State Capital: . . . . . Concord
State Bird: . . . . . Purple Finch
State Tree: . . . . . Paper Birch
State Flower: . . . . . Purple Lilac
State Motto: . . . . . Live free or die
Entered Union (rank): . . . June 21, 1788 (9)
Nickname: . . . . . Granite State
Origin of Name: . . . . . From the English county of Hampshire
State Song: . . . . . "Old New Hampshire"

Virginia

The Virginia quarter, the tenth coin released under the 50 State Quarters™ Program, honors our nation's oldest colony, Jamestown, Virginia. Jamestown turns 400 years old in 2007. The selected design features the three ships, Susan Constant, Godspeed, and Discovery. These ships brought the first English settlers to Jamestown.

On April 10, 1606, King James I of England chartered the Virginia Company to encourage colonization in the New World. The first expedition, consisting of the three ships depicted on the quarter, embarked from London on December 20, 1606. On May 12, 1607, they landed on a small island along the James River nearly 60 miles from the mouth of the Chesapeake Bay. It was here the original settlers (104 men and boys) established the first permanent English settlement called Jamestown, in honor of King James I.

State Capital: . . . . . Richmond
State Bird: . . . . . Cardinal
State Tree: . . . . . Dogwood
State Flower: . . . . . Dogwood
State Motto: . . . . . Sic semper tyrannis (Thus always to tyrants)
Entered Union (rank): . . . . . June 25, 1788 (10)
Nickname: . . . . . The Old Dominion
Origin of Name: . . . . . In honor of Queen Elizabeth I, the "Virgin Queen" of England

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State	Capital
Alabama	Montgomery
Alaska	Juneau
Arizona	Phoenix
Arkansas	Little Rock
California	Sacramento
Colorado	Denver
Connecticut	Hartford
Delaware	Dover
Florida	Tallahassee
Georgia	Atlanta
Hawaii	Honolulu
Idaho	Boise
Illinois	Springfield
Indiana	Indianapolis
Iowa	Des Moines
Kansas	Topeka
Kentucky	Frankfort
Louisiana	Baton Rouge
Maine	Augusta
Maryland	Annapolis
Massachusetts	Boston
Michigan	Lansing
Minnesota	St. Paul
Mississippi	Jackson
Missouri	Jefferson City
Montana	Helena
Nebraska	Lincoln
Nevada	Carson City
New Hampshire	Concord
New Jersey	Trenton
New Mexico	Santa Fe
New York	Albany
North Carolina	Raleigh
North Dakota	Bismarck
Ohio	Columbus
Oklahoma	Oklahoma City
Oregon	Salem
Pennsylvania	Harrisburg
Rhode Island	Providence
South Carolina	Columbia
South Dakota	Pierre
Tennessee	Nashville
Texas	Austin
Utah	Salt Lake City
Vermont	Montpelier
Virginia	Richmond
Washington	Olympia
West Virginia	Charleston
Wisconsin	Madison
Wyoming	Cheyenne

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1999

2000

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2000

1999

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THE UNITED STATES MINT 50 STATE QUARTERS™ PROGRAM

Release Year	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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